

KYAE Common Core Standards

Unpacking Chart for Standards (9th -10th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RI9/10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite	Textual evidence	Text	Understand	<p>Present the following scenario: Your church is sponsoring a mission trip to Guatemala. You want to go on the trip but are concerned about diseases that might be encountered. Have your students read about travel concerns/immunizations necessary for travel to Guatemala.</p> <p>http://wwwnc.cdc.gov/travel/destinations/guatemala.htm</p> <p>With what should they be concerned? What immunizations should they get before traveling? Ask questions/have a conversation to be sure they have understood and can cite specifics from the text.</p>
RI9/10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>Determine</p> <p>Analyze</p> <p>Provide</p>	<p>Central idea</p> <p>Development of central idea</p> <p>Summary</p>	Text	Analyze	<p>Provide the students an article about how to conserve energy in the home. Ask what they would say is the main idea of the article. Ask how the writer developed that idea. Finally, ask the students to summarize the article for someone who was interested in finding ways to save money on energy use.</p> <p>Articles can be found through an Internet search. Two examples:</p> <p>http://www.ecomall.com/greenshopping/20things.htm</p> <p>http://tlc.howstuffworks.com/home/how-to-conserve-energy-at-home.htm</p>

RI9/10.3 Analyze how the author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Analyze	Unfolding of a series of ideas or events	Text	Analyze	<p>Present the following scenario: You want to get a passport since you plan to go to Mexico on your vacation. What do you do? Have the students access the government Web site</p> <p>http://www.travel.state.gov/passport/get/first/first_830.html</p> <p>to find out what they would have to do. Have the students consider the steps in the process noting the order of the process as presented. What connections do they see and does this order make sense? Why or why not</p>
RI9/10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<p>Determine</p> <p>Analyze</p>	<p>Meaning of words and phrases</p> <p>Cumulative impact of word choices on meaning and tone</p>	Text	Analyze	<p>Present the following scenario: A friend of mine is going through a divorce. She is not sure what the lawyer meant by “divorce decree” and its importance.</p> <p>Provide a sample divorce decree by doing an Internet search to use as the basis for a conversation about a decree. One sample was found at</p> <p>http://www.ourdivorceagreement.com/sample_decree.htm</p> <p>Talk about the technical meanings of words like defendant, plaintiff, bona fide, jurisdiction, and absolute.</p> <p>Discuss the tone of the legal document and how it differs from other documents...even ones that might present information about divorce.</p>

					http://www.divorce.com/article/divorce-decree
RI9/10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Analyze	How an author's ideas or claims are developed and refined	Text	Analyze	<p>Present the following scenario: You are going to be renting an apartment and are considering whether or not to buy renter's insurance. You have found an article on the topic. Read the article noting how the writer develops his ideas about the renter's insurance. How does he develop his claims and make his case? Does he think I should buy renter's insurance?</p> <p>Examples of articles found from an Internet search:</p> <p>http://www.kwikrents.com/why-renters-insurance.php</p> <p>http://moneyfor20s.about.com/od/autohomeinsurance/bb/rentersinsurance.htm</p>
RI9/10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<p>Determine</p> <p>Analyze</p>	<p>Point of view or purpose</p> <p>How rhetoric is used to advance the point of view or purpose</p>	Text	Analyze	<p>Access a local politician's speech or the governor's latest speech on a topic of interest. Ask students to listen or read the speech and decide on the point of view being advanced. Ask the students how the writer/speaker used language to persuade or influence the audience as to his point of view.</p>

RI9/10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Analyze	Various accounts of a subject	Different mediums (print and multimedia)	Analyze	Present the following scenario: You (or your child or grandchild) are thinking about going to college. You know the importance of getting information and making a good decision. Access the Web site for one of Kentucky's universities or colleges. Read the printed material and view the slide shows or videos that present the campus and what it has to offer. Consider how the college is presented, the areas of study that it is noted for, and determine what is emphasized via print and through the pictures/videos. What do you think about this information and how it is presented? Are you likely to (or suggest your child or grandchild) look into attending this college or university based on what you have seen on the Web site?
RI9/10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Delineate and evaluate Identify	Argument and specific claims False statements and fallacious reasoning	Text	Evaluate	Find an advertisement for a weight loss plan or drug. Popular magazines would be a good source for this sort of advertisement. Ask students to read the advertisement and list the specific claims made. Then ask them to evaluate the claims to determine if they think the reasoning is valid and the evidence provided is relevant and sufficient to make that claim. Do they think there are any false statements made in the advertisement? If so, why do they think that?
RI9/10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from	Analyze	Seminal U.S. documents of historical and literary significance	Seminal U.S. documents of historical and literary significance	Analyze	To help students see a real-life application of this standard, access a speech of significance...for example, the governor's State of the Commonwealth address, the President's State of the Union address, or a presidential candidate's speech in which the party's nomination is accepted. Ask students to read or listen to the speech and determine the central ideas and how those ideas are addressed in the speech.

Birmingham Jail”), including how they address related themes and concepts.					
RI9/10.10 Read and comprehend literary nonfiction of appropriate complexity for NRS Level 5 independently and proficiently.	Read and comprehend	Literary nonfiction	Literary nonfiction	Understand	Provide a selection of current newspapers and ask students to find several articles of interest including one from at least two different sections of the newspaper. Students could choose articles from the editorial page, the local or state or national news, sports, arts and entertainment, travel, or other sections. Engage the students in conversation about what they have read to determine their level of understanding.

KYAE Common Core Standards

Unpacking Chart for Standards (11th-12th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RI11/12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Cite	Textual evidence	Text	Understand	<p>Present the following scenario: Your employer is considering the addition of a social media policy to the employee policy manual. You have been asked to make suggestions about such a policy to your supervisor. You have found this article that gives some guidelines to consider. Read it and be ready to provide ideas to your supervisor. What are some explicit points made? What are some things you think are probably so but are not explicitly stated? What things are still uncertain in your mind as you consider this policy?</p> <p>An appropriate article can be found through an Internet search. One example was found at</p> <p>http://www.inc.com/guides/2010/05/writing-a-social-media-policy.html</p>

RI11/12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Determine Analyze Provide	Two or more central ideas Development of central ideas Summary	Text	Analyze	<p>Present the following scenario: You are curious about your credit score. You have heard your friends talk about credit scores but have never checked on your own. You do some research and find some information online. Read the information. What are the main points being made? How are those ideas developed through the article and how do the ideas relate to one another? How would you sum up the information in a few sentences?</p> <p>An article that might be used can be found at http://www.myfico.com/CreditEducation/CreditScores.aspx</p>
RI11/12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Analyze Explain	Complex set of ideas or sequence of events How specific individuals, ideas, or events interact and develop	Text	Analyze	<p>Present the students with a text that outlines a set of ideas or sequence of events. For example, ask them to read information on how to register to vote http://elect.ky.gov/registertovote/Pages/default.aspx</p> <p>or how to go about applying for citizenship. Information on citizenship can be found at http://www.uscis.gov</p> <p>Ask students to consider the ideas and steps necessary in the process. What are the steps in the process? Ask them to explain how these steps are developed. What would you tell a person who needs to go through the process?</p>

makes points clear, convincing, and engaging.					
RI11/12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Determine Analyze	Point of view or purpose How style and content contribute to power, persuasiveness or beauty of text	Text	Analyze	Present the following scenario: You need to buy new running [or walking] shoes. You are not sure what kind to buy. Are there new things to consider in making a choice? What is the latest in shoe technology and design? Complete an Internet search to find an article on shoe selection. Determine the writer's point of view. How does the writer present his case? How persuasive is he? How does his writing contribute to what he has to say? What shoes will you consider?
RI11/12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or	Integrate and evaluate	Multiple sources of information	Information presented in different media or formats as well as words to address a question or solve a problem	Evaluate	Present the following scenario: You need to plan a weekend trip you and your family will be taking to Gatlinburg, TN. You have heard about many attractions in the area and want to plan for one or two special things. Check out the following Web sites (or conduct an Internet search) and choose one or two things to do that weekend. http://www.attractions-gatlinburg.com/gatlinburg_travel_guide.html http://www.youtube.com/watch?v=KQ2I6BhKQTQ&feature=relate

solve a problem.					d
RI11/12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	Delineate and evaluate	Reasoning Premises, purposes, and arguments	Seminal U.S. texts and works of public advocacy	Evaluate	<p>Through an Internet search, find a court opinion or an article about a topic of public interest that your students would find interesting. Ask them to read the opinion and describe the reasoning of the writer. What reasoning was used to arrive at the opinion? What was the argument presented?</p> <p>One possible source of such articles and topics would be <i>The Advocate</i> which can be found at</p> <p>http://dpa.ky.gov/</p>
RI11/12.9 Analyze foundational U.S. documents of historical and literary	Analyze	Themes, purposes, and rhetorical features	Foundational U.S. documents of historical and literary	Analyze	<p>To help students understand the relevance of this standard, ask them to listen to and/or read the inaugural address of our current president. President Obama's address can be found at</p> <p>http://www.whitehouse.gov/blog/inaugural-address/</p> <p>Ask students to read to determine the themes addressed and to</p>

significance (including The Declaration of Independence , the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.			significance		note rhetorical features of interest to them. What is the purpose of the speech? Perhaps you would want to focus on certain features asking students to note them. For instance, is there imagery, an appeal to emotion or logic, or paradox that you might have noted when reading or hearing the address that you want to discuss with students?
RI11/12.10 Read and comprehend literary nonfiction of appropriate complexity for NRS Level 6 independently and proficiently.	Read and comprehend	Literary nonfiction	Literary nonfiction	Understand	<p>Ask students to read about various state historic sites. Information can be found at http://parks.ky.gov/parks/historicsites/default.aspx</p> <p>Which site(s) would the students like to visit? Why? Engage in a discussion with them about what they have read about the sites to determine their understanding.</p>